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VOLUME XXIII MARCH, 1924 NUMBER 3

# MARK TWAIN AND GEOGRAPHY*

JESSIE B. STRATE
East High School, Cincinnati, Ohio

"Lie first, make your point, then tell the truth later." Such was the advice of the best teacher of teachers I ever had, Dr. Salisbury. In a casual reading of Mark Twain's works I found so many illustrations which made the point first that I was led in a deliberate search for others. These quotations I have read very, very frequently in my geology and geography classes. I even succeeded in getting one member of my class to quote to me illustrations from the same sources.

"Innocents Abroad," "A Tramp Abroad" and "Along the Equator" furnish material on foreign countries. "Life on the Mississippi" is replete with illustrations of physical geography. "Roughing It" gives us light on early mining conditions in the west, climatic conditions there, and transportation conditions before the time of the railroads.

Of the dozen or more volumes which I read, from only one did I get no quotation usable; that was "Personal Recollections of Joan of Arc." However, a student reading that book should be filled with a high ideal of patriotism which is one of the things geography ought to teach.

It was Mark Twain's pilot days on the Mississippi which made him such a keen observer of surface geography. On occasions his figures of speech show his Mississippi training. In "The Prince and the Pauper," when telling of Tom, the pauper, in his second day as King, this figure of speech is used: "Snags and sandbars grew less and less frequent and Tom grew more and more at his ease."[1] Concerning Sandy's attitude toward convention in "A Connecticut Yankee at the Court of King Arthur," we find this physiographic reference: "Arguments have no chance against petrified training; they wear it as little as the waves wear a cliff."[2] In speaking of Lamartine's story of

* Presented at the Cincinnati meeting of the National Council of Geography Teachers, December 26, 1923.

[1] P. 39

[2] P. 143

Abelard and Heloise he says: "But that man never could come within the influence of a subject in the least pathetic without overflowing his banks. He ought to be dammed or leveed—I should more properly say."[3]

## COMMERCIAL GEOGRAPHY

In my commercial geography classes one of the things I try to do is to make the students take a forward and a backward view, to see for instance, that there was a day when wool was cheap, comparatively speaking and cotton was expensive, so expensive that an imitation cotton was made out of wool and called cottons, as today we make an imitation wool out of cotton and call it flannelette; that there was a time when steel was unknown, when sugar was a rarity; and that the future holds as many changes as the past.

A backward look contrasted with the present Mark Twain brings to us in his "Connecticut Yankee at the Court of King Arthur." The advancement of the nineteenth century over the sixth, the Yankee emphasizes by constructing his secret telephones thruout King Arthur's domain and having the King rescued from armored knights by men on bicycles. The absence of conveniences in the sixth century we feel when the Connecticut Yankee describes his office in the castle: "There wasn't even a bell or a speaking tube in the castle. I had a great many servants, and those that were on duty lolled in the anteroom; and when I wanted one of them I had to go and call to him. There were no candles; a bronze dish half full of boarding house butter with a blazing rag floating in it was the thing that produced what was regarded as light. A lot of these hung along the walls and modified the dark, just toned it down enough to make dismal. If you went out at night, your servants carried torches. There were no books, pens, paper, or ink, and no glass in the openings, they believed to be windows. It is a little thing, glass is, until it is absent, then it becomes a big thing. But perhaps the worst of all was, that there wasn't any sugar, coffee, tea or tobacco."[4]

He even started the occupation of traveling salesman by turning armored knights into commercial travelers. "There was hardly a knight in all the land who wasn't in some useful employment. They were going from end to end of the country in all manner of useful missionary capacities; their penchant for wandering and their experience in it, made them altogether the most effective spreaders of

[3] P. 198
[4] P. 52

civilization we had. They went clothed in steel and equipped with sword and lance and battle-ax and if they couldn't persuade a person to try a sewing machine on the instalment plan or a melodeon or a barbed wire fence or a prohibition journal or any of the other thousand and one things they canvassed for they removed him and passed on."[5]

After the reforms instituted by the Yankees were complete and the inventions were perfected he states: "Slavery was dead and gone; all men were equal before the law; taxation had been equalized. The telegraph, the telephone, the phonograph, the typewriter, the sewing machine, and all the thousand willing and handy servants of steam and electricity were working their way into favor. We had a steam boat or two on the Thames, we had steam war ships and the beginnings of a steam commercial marine. I was getting ready to send out an expedition to discover America!"[6]

Transportation development in the United States, the importance of river traffic in the early days, the transition from water to rail in the past are vivified for us in "Life on the Mississippi." "Half a dozen sound-asleep steamboats where I used to see a solid mile of wide-awake ones! This was melancholy, this was woful. The absence of the pervading and jocund steamboat man from the billiard saloon was explained. He was absent because he is no more. His occupation is gone, his power has passed away, he is absorbed into the common herd; he grinds at the mill, a shorn Samson and inconspicuous. Half a dozen lifeless steamboats, a mile of empty wharves, a Negro, fatigued with whiskey, stretched asleep in a wide and soundless vacancy, where the serried hosts of commerce used to contend. Here was desolation indeed.

> The old, old sea, as one in tears,
> Comes murmuring, with foamy lips,
> And knocking at the vacant piers,
> Calls for his long-lost multitude of ships.

"The towboat and the railroad had done their work, and done it well and completely. The mighty bridge, stretching along over our heads, had done its share in the slaughter and spoliation." (P. 414-5)

"The locomotive is in sight from the deck of the steamboat almost the whole way from St. Louis to St. Paul—eight hundred miles. These railroads have made havoc with the steamboat commerce. The clerk of our boat was a steamboat clerk before these roads were built. In that day the influx of population was so great, and the freight busi-

[5] P. 399
[6] P. 398

ness so heavy, that the boats were not able to keep up with the demands made upon their carrying capacity; consequently the captains were very independent and airy—pretty biggity, as Uncle Remus would say. The clerk nut-shelled the contrast between the former time and the present, thus:

"'Boat used to land—captain on hurricane roof—mighty stiff and straight—iron ramrod for a spine—kid gloves, plug tile, hair parted behind—man on shore takes off hat and says:

" ' "Got twenty-eight tons of wheat, cap'n—be great favor if you can take them."

" 'Captain says:

" ' "I'll take two of them"—and don't even condescend to look at him.

" 'But nowadays the captain takes off his old slouch, and smiles all the way around to the back of his ears, and gets off a bow which he hasn't got any ramrod to interfere with, and says:

" ' "Glad to see you, Smith, glad to see you—you're looking well—haven't seen you looking so well for years—what you got for us?"

" ' "Nuth'n," says Smith; and keeps his hat on, and just turns his back and goes to talking with somebody else.

" 'Oh, Yes! eight years ago, the captain was on top; but it's Smith's turn now. Eight years ago a boat used to go up the river with every stateroom full, and people piled five and six deep on the cabin floor; and a solid deck-load of immigrants and harvesters down below, into the bargain. To get a first-class stateroom, you'd got to prove sixteen quarterings of nobility and four hundred years of descent, or be personally acquainted with the nigger that blacked the captain's boots. But it's all changed now; plenty staterooms above, no harvesters below—there's a patent self-binder now, and they don't have harvesters any more; they've gone where the wood-bine twineth—and they didn't go by steamboat, either; went by the train.' "[7]

A valid reason for improving the Ohio and returning to river transportation where it is available Mark Twain quotes from the *Cincinnati Commercial:* "The towboat *Jos. B. Williams* is on her way to New Orleans with a tow of thirty-two barges, containing six hundred thousand bushels (seventy-six pounds to the bushel) of coal exclusive of her own fuel, being the largest tow ever taken to New Orleans or anywhere else in the world. Her freight bill, at 3 cents a bushel, amounts to $18,000, or it would take eighteen hundred cars, of three hundred and thirty-three bushels to the car, to transport this amount

[7] P. 169-70

of coal. At $10 per ton, or $100 per car, which would be a fair price for the distance by rail, the freight bill would amount to $180,000, or $162,000 more by rail than by river. The tow will be taken from Pittsburgh to New Orleans in fourteen or fifteen days. It would take one hundred trains of eighteen cars to the train to transport this one tow of six hundred thousand bushels of coal, and even if it made the usual speed of fast freight lines, it would take one whole summer to put it through by rail.

"When a river in good condition can enable one to save $162,000 and a whole summer's time, on a single cargo, the wisdom of taking measures to keep the river in good condition is made plain to even the uncommercial mind." These figures may not be correct for the present but the logic is.

## General Geography

"In Following the Equator," our illustrator touches on climatic influences. "We entered the doldrums last night, variable winds, bursts of rain, intervals of calm, with chopping seas and wobbly and drunken motion to the ship—a condition of things findable in other regions some times, but present in the doldrums always."[8]

The effects of smaller land masses and large water bodies in the southern hemisphere he notes effectively: "We spent an afternoon and a night at sea and reached Bluff, New Zealand, early in the morning. Bluff is at the bottom of the middle island and is away down south nearly 47° below the equator. It lies as far south of the line as Quebec lies north of it and the climate of the two should be alike; but for some reason or the other it has not been so arranged. Quebec is hot in the summer and cold in the winter but Bluff's climate is less intense, the cold weather is not very cold and the hot weather is not very hot and the difference between the hottest month and the coldest is but 17° F."[9]

His picture of tropical vegetation is vivid and attractive: "What a soaring, strenuous, gushing fountain spray of delicate greenery a bunch of bamboo is! As far as the eye can reach, these grand vegetable geysers grace the view, their spoutings refined to steam by distance. And there are fields of bananas with the sunshine glancing from the varnished surface of the drooping, vast leaves. And there are frequent groves of palm; and an effective accent is given to the landscape by isolated individuals of this picturesque family, towering clean-stemmed,

[8] P. 59
[9] P. 297

their plumes broken and hanging ragged, Nature's imitation of an umbrella that had been out to see what a cyclone is like, and is trying not to look disappointed."[10]

The teaching of comparative sizes the desire of geography teaches everywhere, is well exemplified in his dimensions of Victoria, given in "Following the Equator": "So we moved south with a westward slant, seventeen hours by rail to the capital of the colony of Victoria, Melbourne. On the map the distance looked small, but that is the trouble with all divisions of distance in such a vast country as Australia. The colony of Victoria itself looks small on the map, looks like a county in fact, yet it is about as large as England, Scotland and Wales combined. Or to get another focus upon it, it is just eighty times as large as the state of Rhode Island and one third as large as the state of Texas. Outside of Melbourne, Victoria seems to be owned by a handful of squatters each with a Rhode Island for a sheep farm."[11]

In the commercial geography classes we learn that the centers for manufacture of agricultural machinery have moved westward as the centers of corn, wheat and hay production have moved westward—that Albany, New York was an early center, then Springfield, Ohio, then Moline, Illinois and others farther west with the centers still shifting.

In the pages telling of his revisit to the Mississippi, he writes: "We move up the river—always through enchanting scenery, there being no other kind on the Upper Mississippi—and pass Moline, a center of vast manufacturing industries; and Clinton and Lyons, great lumber centers; and presently reach Dubuque, which is situated in a rich mineral region. The lead mines are very productive and of wide extent. Dubuque has a great number of manufacturing establishments; among them a plough factory, which has for customers all Christendom in general. At least so I was told by an agent of the concern who was on the boat. He said:

" 'You show me any country under the sun where they really know how to plough, and if I don't show you our mark on the plough they use, I'll eat that plough; and I won't ask for any Woostershyre sauce to flavor it up with, either.' "

One of the first impressions received by a visitor in Italy—one of the things which has kept Italy in a more or less backward state—is the wealth lavished on its churches, with the contrasting pauperism so evident outside the church doors. That combined with the great

[10] P. 224
[11] P. 49

number of soldiers supported today still impresses one, particularly in Rome.

"As far as I can see, Italy for 1500 years has turned all her energies, all her finances and all her industry to the building up of a vast array of wonderful church edifices and starving half her citizens to accomplish it. She is today one vast museum of magnificence and misery. All the churches in an ordinary American city put together could hardly buy the jeweled frippery in one of her 100 cathedrals. And for every beggar in America, Italy can show a hundred, and rags and vermin to match. It is the wretchedest, princeliest land on earth."

In his "Innocents Abroad" there are many bits from among which I have selected these which follow:

"In Marseilles they make half the fancy toilet soap we consume in America, but the Marseillaise only have a vague theoretical idea of its use which they have obtained from books of travel."[12]

"At last, a forest of graceful needles, shimmering in the amber sunlight, rose slowly above the pigmy housetops, as one sometimes sees, in the far horizon, a gilded and pinnacled mass of cloud lift itself above the waste of waves, at sea—the cathedral! We knew it in a moment."[13]

In speaking of Venice he says: "What a funny old city this Queen of the Adriatic is! Narrow streets vast, gloomy marble palaces, black with the corroding damps of centuries and all partly submerged; no dry land visible anywhere, and no sidewalks worth mentioning; if you want to go to church, to the theater, or to the restaurant, you must call a gondola. It must be a paradise for cripples for verily a man has no use for his legs here.

"For a day or two the place looked so like an overflowed Arkansas town, because of its currentless waters laving the very doorsteps of all the houses, and the cluster of boats made fast under the windows, or skimming in and out of the alleys and by-ways, that I could not get rid of the impression that there was nothing the matter here but a spring freshet, and that the river would fall in a few weeks and leave a dirty high-water mark on the houses, and the streets full of mud and rubbish."[14]

"Tangier is a foreign land if ever there was one; and the true spirit of it can never be found in any book save the Arabian Nights. Here are no white men visible, yet swarms of humanity are all about us.

[12] P. 245
[13] P. 226
[14] P. 283

Here is a packed and jammed city inclosed in a massive stone wall which is more than a thousand years old. All the houses nearly are one and two story; made of thick walls of stone; plastered outside; square as a dry-goods box; flat as a floor on top; no cornices; white-washed all over—a crowded city of snowy tombs! And the doors are arched with a peculiar arch we see in Moorish pictures; the floors are laid in vari-colored diamond flags; in tessellated many-colored porcelain squares wrought in the furnaces of Fez; in red tiles and broad bricks that time cannot wear; there is no furniture in the rooms (of Jewish dwellings) save divan—what there is in Moorish ones no man may know; within their sacred walls no Christian dog can enter. And the streets are oriental—some of them three feet wide, some six, but only two that are over a dozen; a man can blockade the most of them by extending his body across them. Isn't it an oriental picture?"[15]

Along the Rhine. "Below Hasserhem we passed Hornberg, Gotz von Berlichingen's old castle. It stands on a bold elevation two hundred feet above the surface of the river; it has high vine-clad walls enclosing trees and a peaked tower seventy-five feet high. The steep hillside from the castle clear down to the water's edge, is terraced, and clothed thick with grape vines. This is like farming a mansard roof. All the steps along that part of the river which furnish the proper exposure are given up to the grape. That region is the great producer of Rhine wines."[16]

## PHYSICAL GEOGRAPHY

Where the author is most effective is in his illustrations on physical geography. The one which convulsed my class is this elucidation of glacial movement from "A Tramp Abroad."

"I marched the Expedition down the steep and tedious mule path and took up as good a position as I could upon the middle of the glacier —because Baedeker said the middle part travels the fastest. As a measure of economy, however, I put some of the heavier baggage on the shoreward parts to go as slow freight.

"I waited, but the glacier did not move. Night was coming on, the darkness began to gather, still we did not budge. It occurred to me then, that there might be a time table in Baedeker; it would be well to find out the hours of starting, I called for the book, it could not be found, Bradshaw would certainly contain a time-table; but no Bradshaw could be found.

[15] P. 114
[16] P. 130

"Very well, I must make the best of the situation. So I pitched the tents, picketed the animals, milked the cows, had supper, established the watch and went to bed, with orders to call me as as soon as we came in sight of Zermatt.

"I awoke about half-past ten next morning and looked around. We hadn't budged a peg! At first I could not understand it; then it occurred to me that the old thing must be aground. So I cut down some trees and rigged a spar on the starboard and another on the port-side, and fooled away upwards of three hours trying to spar her off. But it was no use. She was half a mile wide and fifteen or twenty miles long and there was no telling just where-abouts she was aground. The men began to show uneasiness too and presently they came flying to me with ashy faces saying she had sprung a leak.

"Nothing but my cool behavior at this critical time saved us from another panic. I ordered them to show me the place. They led me to a spot where a huge bowlder lay in a deep pool of clear and brilliant water. It did look like a pretty bad leak, but I kept that to myself. I made a pump and set the men to work to pump out the glacier. We made a success of it. I perceived, then, that it was not a leak at all. This bowlder had descended from a precipice and stopped on the ice in the middle of the glacier. And the sun had warmed it up, every day and consequently it had melted its way deeper and deeper into the ice until at last it reposed as we found it, in a deep pool of the clearest and coldest water.

"Presently Baedeker was found again and I hunted eagerly for the time table—there was none. The book simply said the glacier was moving all the time. This was satisfactory so I shut up the book and chose a good position to view the scenery as we passed along. I stood there sometime enjoying the trip, but at last it occurred to me that we did not seem to be gaining on the scenery. I said to myself, 'This confounded old thing's aground again, sure,' and opened Baedeker to see if I could run across any remedy for these annoying interruptions. I soon found a sentence which threw a dazzling light upon the matter. 'The Gorner Glacier travels at an average rate of a little less than an inch a day.' I have seldom felt so outraged. I have seldom had my confidence so wantonly betrayed. I made a small calculation, one inch a day, say thirty feet a year; estimated distance to Zermatt, three and one eighteenth miles. Time required to go by glacier a little over five hundred years! I said to myself, 'I can walk it quicker— and before I will patronize such a fraud as this I will do it.'

"When I revealed to Harris the fact that the passenger part of this glacier, the central part, the lightning express part so to speak, was not due in Zermatt till the summer of 2378 and that the baggage, coming along the slow edge would not arrive until some generations later he burst out with:

" 'That is European, management, all over! An inch a day, think of that! Five hundred years to go a trifle over three miles. Its a government glacier,' said Harris, 'It's all the same, over here the government runs everything so everything's slow; slow and ill managed. But with us everything's done by private enterprise and then there ain't much lolling around. I wish Tom Scott could get his hands on this torpid old slab (of a glacier) once, you'd see it take a different gate from this.' "[17]

One of his most enjoyable lies which serves as an illustration is this on landslides from "Roughing It."

"Dick Hyde had been farming (or ranching as the more customary term is) in Washoe District, and making a successful thing of it, and furthermore it was known that his ranch was situated just in the edge of the valley and that Tom Morgan owned a ranch immediately above it on the mountain side. And now the trouble was that one of those hated and dreaded landslides had come and slid Morgan's ranch, fences, cabins, cattle, barns and everything down on top of his ranch and exactly covered up every singly vestige of his property to a depth of about thirty-eight feet. Morgan was in possession and refused to vacate the premises, said he was occupying his own cabin and not interferring with anybody else's, and said the cabin was standing on the same dirt and same ranch it had always stood on and he would like to see anybody make him vacate.

" 'And when I reminded him,' said Hyde, weeping, 'that it was on top of my ranch and that he was trespassing, he had the infernal meanness to ask me why I didn't stay on my ranch and hold possession when I see him a coming! Why didn't I stay on it, the lunatic—By George, when I heard that racket and looked up that hill it was just like the whole world was a ripping and a tearing down that mountain side, splinters and cord wood, thunder and lightning, hail and snow, odds and ends of haystacks, and awful clouds of dust, hills gone over and in the air, rocks as big as a house jumping about a thousand feet high and busting into eleven million pieces, cattle turned inside out and a coming head on with their tails hanging out between their teeth!

[17] Vol. II, pp. 146-78

—and in the midst of all that destruction sat that cussed Morgan on his gatepost, a wondering why I didn't stay and hold possession. Laws bless me, I just took one glimpse, general and lit out in the country in three jumps exactly!'"[18]

When we were studying the work of rivers I was asked what height the levees reached. We got estimates from topographic maps and then I read: "In high-river stage, in the New Orleans region, the water is up to the top of the enclosing levee-rim, the flat country behind it lies low—representing the bottom of a dish—and as the boat swims along, high on the flood, one looks down upon the houses and into the upper windows. There is nothing but that frail breastwork of earth between the people and destruction."[19]

To illustrate the action of a meandering stream in its work of shifting and shortening its bed I used this: "The Mississippi is remarkable in still another way—its disposition to make prodigious jumps by cutting through narrow necks of land, and thus straightening and shortening itself. More than once it has shortened itself thirty miles at a single jump! These cut-offs have had curious effects: they have thrown several river towns out into the rural districts, and built up sand-bars and forests in front of them. The town of Delta used to be three miles below Vicksburg; a recent cut-off has radically changed the position, and Delta is now two miles above Vicksburg.

"The Mississippi does not alter its locality by cutoffs alone; it is always changing its habitat bodily—is always moving bodily sidewise. At Hard Times, Louisiana, the river is two miles w st of the region it used to occupy. As a result, the original site of that settlement is not now in Louisiana at all, but on the other side of the river, in the state of Mississippi. Nearly the whole of that one thousand three hundred miles of old Mississippi River which La Salle floated down in his canoes, two hundred years ago, is good solid dry ground now. The river lies to the right of it, in places, and to the left of it in other places."[20]

"In the space of one hundred and seventy-six years the lower Mississippi has shortened itself two hundred and forty-two miles. That is an average of a trifle over one mile and a third per year. Therefore, any calm person who is not blind or idiotic can see that in the Old Oolitic Siturian Period just a million years ago next November, the lower Mississippi River was upward of one million, three hundred thousand miles long and stuck out over the gulf of Mexico like a fishing

[18] Pp. 266-7
[19] P. 296
[20] P. 3

rod. And by the same token any person can see that seven hundred and forty-two years from now the lower Mississippi will be only a mile and three-fourths long, and Cairo and New Orleans will have joined their streets together and be plodding comfortably along under a single mayor and a mutual board of alderman. There is something facinating about science. One gets such wholesome returns of conjecture out of such a trifling investment of fact."[21]

The first quotation I used from Mark Twain was on the formation of a stalagmite. It was so impressive in its time element that it gave me what I had been searching for, something which would give an adequate conception of the immensity of the ages needed for the development of physical features. This quotation is found in "Tom Sawyer." You remember when Tom and Becky get lost in the cave they came to "a bewitching spring, whose basin was incrusted with a frostwork of glittering crystals; it was in the midst of a cavern whose walls were supported by many fantastic pillars which had been formed by the joining of great stalactites and stalagmites together, the result of the ceaseless water-drip of centuries."

Then when Injun Joe becomes imprisoned in this same cave he catches the water which has been dripping down and forming a stalagmite. "In one place near at hand, a stalagmite had been slowly growing up from the ground for ages, builded by the water-drip from a stalactite overhead. The captive had broken off the stalagmite, and upon the stump had placed a stone, wherein he had scooped a shallow hollow to catch the precious drop that fell once in every three minutes with the dreary regularity of a clock-tick—a dessert-spoonful once in four and twenty hours. That drop was falling when the Pyramids were new; when Troy fell; when the foundations of Rome were laid; when Christ was crucified; when the Conqueror created the British empire; when Columbus sailed; when the massacre at Lexington was news. It is falling now; it will still be falling when all these things shall have sunk down the afternoon of history and the twilight of tradition and been swallowed up in the thick night of oblivion."

Mark Twain and Dr. Salisbury, who, by the way, were friends, each worked out in his own way Dr. Salisbury's maxim, "Lie first, make your point."

[21] P. 131

# NATURAL RESOURCES OF POLAND

STANISLAUS NOVAKOVSKY
Clark University

## TERRITORY AND POPULATION

Poland, the country which at one time led a free and democratic life, flourished economically, and made more than one contribution to the world's culture, is now once again freed and appears on the world map. Thru a hundred years of persistent struggle, and boundless suffering of thousands of victims, Poland has come out regenerated. The democracy of the New World has played no small part in this great event in the history of Poland. Polish people will never forget it, and with gratitude will inscribe it in gilt letters on the pages of their annals. The names of Woodrow Wilson, General Pershing, Colonel House, Mr. Hoover, Professor Lord, and other friends of Poland will be reverently remembered by Poland, just as are now in America the names of Kosciuszko, Pulawski and other sons of Poland, who out of purely altruistic motives came to this country and bravely offered their lives in defense of the new democracy against the cunning designs of her oppressors.

The life and welfare of every nation depend upon its natural resources. This brings up a very serious question. What are the natural resources of Poland? Are they large, are they sufficient to insure to the Polish people an independent existence, or are these resources so insignificant that, once again freed, Poland will be unable to provide for itself a secure and independent life?

Last autumn and winter I spent in Poland. I saw how energetically all Poland was at work on the reconstruction of the country. I witnessed an intensive and productive work. I clearly felt that the Polish people are persistently and indefatigably forging their future. But impressions are always subjective and sometimes not very convincing. Figures, cold figures, speak better than mere impressions, even if the latter are clothed in the brightest and most attractive forms. Let us, therefore, examine these figures. They will tell us the story; they will reveal to us the true picture, and will enable us to make faultless conclusions.

But, first of all, just a few words about the territory of Poland, its population, and, lastly, about its natural resources. There were several gradations in the territorial possessions of Poland from the beginning of the tenth century, i.e., from the time when it rose to an independent nation. In the middle of the seventeenth century,

in the year 1648, Poland reached the height of its development, when the extent of its territory was 960,000 square kilometers. Later, Poland lost some of its possessions. And yet on the eve of its first partition, its territory still occupied 753,000 square kilometers. In other words, in territory, Poland surpassed every nation of Europe, except Russia. Later, a tragic catastrophe occurred, and Poland ceased to exist as an independent nation politically. Three-quarters of its former possessions went to Russia, a ninth to Germany and almost as much to Austria. Tho the Versailles Treaty revived Poland, its territory at the present time is only 386,273 square kilometers, in other words, it comprises only half of what it possessed in 1772. But in spite of this, Poland is far from being the smallest nation in Europe. By comparing Poland with the territories of other European nations, except Russia, we get the following figures:

| *Countries* | *Area in sq. Kil.* | *Countries* | *Area in sq. Kil.* |
|---|---|---|---|
| France | 551,000 | Finland | 326,000 |
| Spain | 505,000 | Roumania | 317,000 |
| Germany | 470,000 | Jugoslavia | 248,000 |
| Sweden | 410,000 | Czechoslovakia | 141,000 |
| Poland | 386,000 | | |

As seen from the above, Poland occupies fifth place in area.

Let us now turn to the population of Poland which was, according to the latest official data, distributed in various parts of the country as follows:

| | | | |
|---|---|---|---|
| Congress Poland | 11,200,000 | Teshen Silesia | 150,000 |
| Galicia | 7,500,000 | Maritime Region | 1,000,000 |
| Poznania | 2,000,000 | Upper Silesia | 925,000 |
| Eastern Provinces | 4,300,000 | | |

If we were to add the population of those regions which were not included in the census of 1921, the total population of Poland would be approximately 28,000,000. Thus Poland occupies seventh place in Europe in population. In its natural increase (birth-rate minus death-rate) of population, however, Poland occupies a more prominent place. In this respect, comparing Poland with other countries, we get the following figures:

| | | | |
|---|---|---|---|
| Bulgaria | 18 | Italy | 11 |
| Russia | 17 | Czechoslovakia | 11 |
| Poland | 16 | Belgium | 10 |
| England | 11 | France | 1 |

We can conclude from the above that Poland occupies third place in so far as its natural increase of population is concerned. Does not such a state of affairs threaten Poland, and is it not in danger of facing

a serious problem of over-population, as it is observed, for instance, in Belgium and Japan? Let us examine the density of Poland's population in comparison with other European countries. These figures are as follows:

| *Countries* | *Density per sq. kil.* | *Countries* | *Density per sq. kil.* |
|---|---|---|---|
| Belgium | 252 | Germany | 120 |
| Holland | 171 | Poland | 94 |
| Italy | 121 | France | 74 |

The above figures clearly indicate that Poland is not threatened by over population, as might be supposed, for, with the increase of industry, the rise of agriculture and the growth of economic life, Poland can freely double the density of its population.

It may also be interesting to note that over 65 per cent of the entire population of Poland is engaged in husbandry and forestry, 14 per cent in industry, and 8 per cent in commerce and transportation. Thus Poland is primarily an agricultural country. This characteristic trait becomes more pronounced if we take into consideration the fact that in various parts of Poland the percentage of population engaged in agriculture is still higher, namely:

| | | | |
|---|---|---|---|
| Galicia | 77% | Poznania | 54% |
| Lithuania | 74% | Congress Poland | 57% |
| Eastern Provinces | 73% | | |

## CONDITIONS OF AGRICULTURE

The above figures, together with a number of other facts, indicate that the foundation of Poland's natural resources lies in agriculture, and even the name of the country itself speaks for it (Poland, from a Polish word "pole" which means field, or a country of fields). Let us now turn to the distribution of Polish territory in respect to its utilization. The figures available for 1919 are as follows:

| *Territory* | *Arable Land* | *Forests* | *Pastures* | *Meadows* | *Non-arable Land* |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| Poznania | 60.2 | 19.8 | 4.5 | 7.9 | 4.6 |
| Congress Poland | 60.0 | 18.5 | 7.0 | 8.5 | 6.0 |
| Upper Silesia | 55.8 | 29.4 | 2.1 | 7.3 | 5.4 |
| Maritime Region | 55.6 | 21.7 | 6.4 | 10.5 | 5.8 |
| Galicia | 51.1 | 25.7 | 9.6 | 11.5 | 3.5 |
| Teshen Silesia | 48.4 | 31.0 | 16.1 | | 4.5 |

On the whole, Poland with the exception of Upper Silesia, occupies a territory of 38,000,000 hectares, which are distributed as follows:

| | *Hectares*[1] |
|---|---|
| Arable land | 17,500,000 |
| Timber land | 8,200,000 |
| Prairie and pastures | 5,300,000 |
| Marshes, etc. | 7,000,000 |
| Total | 38,000,000 |

The above data clearly show that Poland is very favorably situated in respect to its lands, for there is only 6 per cent of non-arable land; the other 94 per cent can be utilized in one way or another and constitute the foundation of material welfare of the population.

The money crops par excellence to which Polish lands are best adapted are wheat and rye. Barley, oats and potatoes are also important crops. Buckwheat, millet, Indian corn, flax, hops, and sugar beets occupy second place. The most important cereal crop is rye. Poland ranks third among European countries in rye production, being surpassed only by Russia and Germany. Oats is the second and wheat the third crop in quantity and value. Potato crops constitute the largest part of agricultural products of Poland, averaging about 34,000,000 tons. This gives Poland second place after Germany in world production of potatoes. The extent of Poland's agriculture will be realized when we examine the following figures representing the area sown in 1921.

| *Crops* | *Hectares* | *Crops* | *Hectares* |
|---|---|---|---|
| Wheat | 1,037,531 | Oats | 2,313,947 |
| Rye | 4,382,134 | Potatoes | 2,146,031 |
| Barley | 1,113,513 | Sugar Beets | 107,953 |

By comparing the percentage (by weight) of Poland's chief products of agriculture with those of other countries of the world we get the following figures:

| *Countries* | *Rye* | *Oats* | *Wheat* | *Barley* | *Corn* | *Potatoes* |
|---|---|---|---|---|---|---|
| | % | % | % | % | % | % |
| Russia | 22 | 14.5 | 17.8 | 9.9 | 1.1 | 23.6 |
| Germany | 12 | 8.5 | 4.6 | 3.5 | — | 54.1 |
| France | 1.2 | 5.1 | 8.8 | 1.1 | 0.6 | 12.8 |
| United States | 1.0 | 20.6 | 20.8 | 4.9 | 64.3 | 11.4 |
| Poland | 10 | 5.8 | 3.7 | 3.4 | 0.3 | 34.4 |

The above figures speak convincingly of the extent of the agricultural productivity of Poland. The agriculture of Poland made

[1] One hectare = 2.471 acres.

tremendous progress during the last fifty years. Nevertheless, the agricultural productivity of Poland is far from being on the same level as that of other countries of the world such as the United States, Denmark, and Belgium. Poznania reached the highest development in respect to productivity. If the productivity of all the lands in Poland were placed on the same level with Poznania, the harvest of all agricultural products could be at least doubled. That this could be attained is seen from the fact that in Poznania, during the last thirty years, the Polish people have increased the productivity of soil by 115 per cent. As the soil and climatic conditions of other parts of Poland are equally favorable, a bright future may be predicted with certainty for the agriculture of Poland.

The world war had a very detrimental effect on the agriculture of Poland. Farm hands were drafted in the army; many fields were transformed into trenches, agricultural implements and working cattle were requisitioned, and in many places even destroyed. The importation of artificial fertilizer was suspended almost entirely. In consequence of such conditions the area of farm land and of crops was greatly reduced. Of this we can best judge from the following table which gives the total yield of the principal crops:

| *Crops* | *Thousands of quintals* | | |
|---|---|---|---|
| | 1911–13 | 1920–1921 | 1922 |
| Wheat | 17,280 | 10,181 | 11,500 |
| Rye | 57,380 | 42,562 | 51,330 |
| Barley | 15,840 | 12,237 | 12,970 |
| Oats | 28,130 | 21,814 | 26,560 |
| Potatoes | 233,450 | 168,000 | 334,954 |

Thus in the year of the world war the crops of agricultural products decreased considerably. But the figures for 1922 clearly show that the agriculture of Poland is returning to normal and that the entire country is recovering from the blows caused by the war. At the present time there is a growing belief that Poland is not only in a position to feed itself, but is capable of exporting a considerable surplus of some products.

## CATTLE-BREEDING

In close connection with agriculture are cattle and animal breeding. The war did not spare this branch of economic life. The total number of domestic animals in Poland for 1921 was as follows:

| | *Number* | *Per 1000 persons* |
|---|---|---|
| Horned cattle | 7,878,300 | 311 |
| Horses | 3,197,700 | 126 |
| Hogs | 5,166,200 | 204 |
| Sheep and goats | 2,170,000 | 86 |

The above figures are of course not very large, yet Poland in spite of the intrusion of the Germans, Austrians and Russians is far from occupying the last place in Europe. The government of Poland at the present time is taking the most energetic steps to raise the level of cattle breeding, and the results show that Poland is making rapid strides towards a complete recovery.

## FOREST RESOURCES

Other natural resources of Poland have suffered no less, and especially so the forests. Nearly 25 per cent of the entire territory of Poland is covered with forests. This quantity is sufficient to answer the local needs of the country. By comparing the forest resources of Poland with those of other countries, we get the following figures:

| *Countries* | *Per cent area forested* | *Countries* | *Per cent area forested* |
|---|---|---|---|
| Sweden | 48 | France | 16 |
| Russia | 39 | Italy | 16 |
| Germany | 26 | England | 4 |
| Poland | 25 | | |

The predominating species in the forests of Poland are evergreens which constitute about 66 per cent of all the timber. Poland has at its disposal 8,943,762 hectares of land covered by forests, which gives it sixth place in Europe as a timber country. The various species of this forested area are distributed as follows:

| *Species* | *Area* | *Per cent* |
|---|---|---|
| Scotch pine | 4,676,752 | 66.25 |
| Spruce | 475,818 | 6.50 |
| Red fir | 734,591 | 9.50 |
| Oak | 310,772 | 4.25 |
| Birch | 204,315 | 3.25 |
| Beach | 138,177 | 2.00 |
| Yoke-elm | 53,145 | 0.75 |
| Aspen | 136,629 | 2.00 |
| Alder | 431,287 | 5.50 |

The forests are distributed thruout the territory of Poland very unequally. The largest forest areas are found in the Carpathian region

and in the Eastern provinces; in Silesia the number of forests is less. The Polish forests are exploited chiefly for building purposes, furniture, and to some extent for paper and other technical needs. A part of the wood is exported. During the year 1922 Poland exported about 3,200,000 cubic meters of lumber, but this amount can be increased considerably.

## MINERAL RESOURCES

Poland has at its disposal vast quantities of mineral resources. But it should be mentioned here that the production of minerals in Poland for the last few years was comparatively small, and in some cases did not even cover the local needs. In respect to the mining industry Silesia occupies first place and is extremely rich in coal and iron ore. Next comes the so-called Congress Poland and Poznania. The rest of Poland's territory plays but a secondary rôle in this respect. Of especial importance are the mineral resources in Silesia, for iron and coal are in close proximity to each other. The population here is dense; the network of railroads is well developed and conveniently interlaces with waterways. Coal plays the most important rôle in Poland and its beds are extremely rich, especially in Silesia. The entire coal fields in Poland are estimated to be over 6000 square kilometers. The existing coal reserves are estimated to be 63,900,000,000 tons. One half of this amount is in Silesia; one quarter in Krakow; one fifteenth in Congress Poland, etc. On the whole, coal fields of Poland are much richer than those of England, France and other European countries. Some experts have estimated that Central France, northern England, Czechoslovakia and Saxony will exhaust their coal supply in about 200 years; the rest of England in 300 years, northern France in 450, Belgium in 980, but Poland has coal for 1200 years. To sum up, we can say that in respect to coal mining Poland occupies fourth place on the globe, yielding precedence to the United States, which produces seven times as much, and England and Germany, each of which produces four times as much. France's yearly production is about 60 per cent, and Russia's only about 50 per cent of the yearly production of Poland. The latter, of course, can increase its production considerably if it changes the policy of its economic life. From the total amount of coal mined in Poland, about 13 per cent is consumed by the mines; 52½ per cent goes to satisfy the needs of the country; and the remaining 34½ per cent is exported to foreign markets, such as Germany, Austria, Hungary, Czechoslovakia and other countries.

Oil occupies second place among the mineral resources of Poland. Polish geologists estimate that the oil supply of the country is about 200,000,000 metric tons. The principal oil wells are centered for the most part in that section of Poland which was formerly known as Galicia (Little Poland), situated on the northern slopes of the Carpathians. Iron occupies third place among the mineral resources of Poland.

But the mining of all of these minerals at the present time is far from being adequate in comparison with the resources, some of which are not even fully investigated. The production of natural gas in 1922 reached a total of 402,497,584 cubic meters.

In comparing the mining of the different minerals in Poland in recent years with that of pre-war times, we get the following figures:

| *Minerals* | 1913<br>*Tons* | 1921<br>*Tons* |
|---|---|---|
| Coal | 40,727,474 | 34,832,105 |
| Oil | 1,113,000 | 704,000 |
| Ozocerite | 1,600 | 260 |
| Salt | 187,000 | 301,000 |
| Potassium salt | 2,300 | 150,500 |
| Iron ore | 443,422 | 375,976 |
| Zinc and lead ore | 573,925 | 295,700 |
| Sulphur | | 200 |

These figures show not only the extent of mineral resources in Poland, but they also indicate most convincingly that the country, in spite of all the hardships of the last few years, is energetically engaged in reconstruction, and this work is so intensive that in many respects the present production has already reached the level of pre-war times. This fact gives an opportunity to raise the curtain on a bright and promising future for Poland.

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## ITALY: A SIXTH GRADE PROJECT

ELIZABETH D. ZACHARI
Louisville Normal School, Louisville, Kentucky

This project in geography was worked out by a sixth grade class. The work was directed with the idea of making the study of Italy focus the child's attention upon one of the most important problems facing our country to-day—"Immigration." The problem of the immigrant is not great in Louisville. This fact makes the need for such a study greater, if the child (and later the voter) is to think in terms of national and international problems rather than purely local problems.

## APPROACH

The class had finished the study of Great Britain and France. They asked if they might study Italy next. When asked why they would like to study Italy one child said, "George's uncle traveled in Italy last summer. We have heard about the interesting things his uncle saw." "Joe's mother and father came from Italy," said another child. The class agreed by vote that Italy should be the next country to be studied.

A general discussion, concerning the foreigner as the class knew him in Louisville, was held. The following conditions were found to exist: (1) Night schools are conducted in Louisville for foreigners under the direction of the public school system and the Young Men's Hebrew Association; (2) These night schools make it possible for immigrants to become American citizens; they provide both educational and recreational facilities. Later in the study of Italy, a committee visited the night school conducted at the Neighborhood House and reported on the work that was being done there. (3) People of different nationalities, relatives and friends of the members of the class, have found America a desirable place in which to live, and (4) many Italians, who came to live in Louisville, are good citizens and successful business men.

One of the class now asked, "Couldn't we discuss all the reasons why people leave European countries and come to live with us?" The class agreed. The next question was, "Why did Joe's mother and father come to America?" "Because they thought they could make a better living and save money," was Joe's reply. Then the class began to read. After the textbook and other references had been consulted, the following reasons were given for emigration from Europe: (1) dissatisfaction with home government; (2) compulsory military service; (3) persecution by government because of race or religion, or both; (4) desire to see a new country—adventure; (5) crowded conditions in their home country, and (6) stories of the high wages and opportunities for work which the United States offers. All these reasons were listed in the class notebooks and saved for future reference.

## LAUNCHING THE MAIN PROBLEM

A graf showing the "Total Immigration in 1914 by Countries"[1,2] was studied. Another graf indicating the "Immigration by Leading Countries," 1909-1920 was also studied. It was found that

[1] Statesman's Year-Book (1919), page 438

[2] Warne, The Tide of Immigration

not only in 1914, but also in 1909, 1911-1917 and in 1920 more immigrants came from Italy than from any other country.[1, 2, 3] The class now asked, "Why do more people come from Italy than from any other country of Europe to find homes in America?"

## GROUP WORK

The text and supplementary books were consulted and the following reasons found for the large Italian emigration: (1) crowded conditions —relatively dense population per square mile; (2) nearly all the land is now intensively farmed; (3) Italy is located on one of the great highways of the world, therefore the people hear of conditions in other countries; (4) Italy has comparatively no coal, hence there is little opportunity (except thru development of hydro-electric power) for the growth of manufacturing on a large scale, and (5) Italian colonies are few and of little importance; they offer limited opportunities for settlers.

The class divided itself into five groups; a chairman and a librarian were chosen by each group. They began searching for detailed information on the particular reason (which their group had chosen) for the rapid immigration from Italy to our country. Most of the work was done in directed study periods. The teacher helped the children by providing the best references. This does not mean that the children depended entirely upon the school library. Many books from the public library and from their own libraries at home were added to the list of references. Much valuable time is often lost and rather aimless reading is done in connection with group work, because the child's reading is not guided by a well chosen bibliography. When reports were given by the various groups, maps, pictures and grafs were used to illustrate the points to be proven. In each case the class checked to see if that particular group had proved the point they were trying to make.

A third graf was studied. It showed that 84 per cent of the Italian immigrants of 1914 were from southern Italy.[1] The class wished to know, "Why were most of the Italian immigrants South Italians?" It was decided that the class reorganize itself into two groups. One group selected southern Italy; the other northern Italy. The children now read to find the advantages and the disadvantages of living in the particular part of Italy which they chose for study. After the groups had organized their material and the reports had been given, the follow-

[3] Statesman's Year-Book (1922), page 472

ing conclusion was reached. Northern Italy is a more desirable place in which to live because: (1) it contains the largest acreage of fertile soil in Italy, and (2) since it is possible to irrigate during the dry summer months in the Po Valley farmers can work the year around. The annual rainfall is also less in southern Italy than in northern Italy. (3) Employment can be found in the factories most of which are operated by hydro-electric power. Southern Italy offers little or no encouragement to young and progressive Italians. Much of the soil on the hillsides is thin and has been over-tilled. There is also little chance for industrial development because of lack of available power.

The class noted that the Southern Italians were trained in the care of fruit trees and vines. One member of the class asked, "Do these people work on farms when they come to America?" The class didn't think so, but they were not sure. One boy said that he had seen the Italian section of New York City and he knew that these people didn't farm. Several children had seen Italians working in the steel mills at Gary, while another child, who had visited a coal mine in eastern Kentucky the year before, said that many of the miners employed were Italians. The class now asked,"Where do these Italians live when they come to America? What do they do for a living?"

It was found that the six states receiving the largest number of foreigners in 1914[2] were the six leading manufacturing States (1910)[6] and three of the leading coal producing states (1910)[4] while those states ranking highest in the production of corn (in 1910, except Illinois)[5] and wheat (1910)[6] received relatively few immigrants. Another graf showed that foreigners tended to settle in certain large cities like New York, Boston, Cleveland and Chicago.[7] A second graf told where the Italians find their homes. Out of every 100 immigrants in 1914, 36 went to live in New York; 19 in Pennsylvania; 8 in New Jersey, and 37 in other states.[7] The conclusion reached was: These Italians found employment in the anthracite mines of Pennsylvania; in the bituminous coal fields of West Virginia, Ohio and Pennsylvania; in the steel mills of Bethlehem, Youngstown, Cleveland, and Gary; in the textile mills of New England; in the cloth industry of Boston, New York and Philadelphia, and in the slaughter and meat packing houses in Chicago. Practically none of these Italians found their way to Louisville.[8]

[4] Warne, The Tide of Immigration
[5] Warne, The Tide of Immigration
[6] Tarr and McMurry, Book II. Fig. 275; Fig. 269; Fig. 250 and Fig. 252
[7] Warne, The Tide of Immigration
[8] United States Census (1910), Kentucky Supplement

Several children visited the night school for foreigners at the Neighborhood House and reported on the work being done. The big problems which confronted cities like New York and Chicago were discussed. The children realized the difficulty of their problems as compared with those of Louisville. In this connection, the teacher told of Henry Ford's school for foreigners conducted in his Detroit plant.

It was then decided to visit the places of interest in Italy. Tours were planned; different groups having charge of different tours. The travel bureaus of several different banks were consulted, and pictures and pamphlets were obtained from them. Pictures, stereographs and lantern slides were used to illustrate the reports, which were given by the different groups. The teacher guided the children carefully in the selection and organization of material for reports, otherwise much valuable time would have been wasted both on the part of the children preparing the report and those to whom the report was given.

## SUMMARY

The class decided to give a play for the other sixth grade class. As a child made a suggestion, it was written on the black board, criticised, rejected, accepted or changed until acceptable. In this way the children decided that their dramatization should tell the following story: (1) Why Joe decides to leave Italy; (2) The difficulties that Joe encounters (especially due to the ignorance of our language) in securing a job in America, and (3) Joe's return (after 10 years) to Italy to visit relatives and friends. Each group was responsible for its part in the play. The dramatization was not a finished product, but a rather crude affair, which was planned and carried out by the children themselves. It summarized, however, the whole unit of work.

## CONSTRUCTION WORK

1. Grafs were made to show the average density of population in Italy per square mile as compared with that of England, France and the United States.

2. Maps showing the distribution of population, the chief products, the amount and seasonal distribution of rainfall, and the location of points of interest were made by the different groups to make the points in their reports clearer to the other members of the class. (Maps, which appeared in the textbook, were not copied because each child had access to that book for reference.)

3. A committee of three children decided to show a typical farm in southern Italy, with the cultivation of the swampy lowland plains,

the vineyards on the terraced hill sides, the vegetable farms further up the slope, and finally the grazing land and the chestnut trees on the top-most slopes. This was worked out in a sand table and plasticine was used for modeling.

4. Another committee by means of a sand table showed farming in the Po Valley, and the methods of irrigation employed during the summer months.

## OUTCOMES

I. Skills and habits
   1. Ability to read grafs
   2. Training in the selection of pictures to illustrate certain geographic facts
   3. Skill in the organization of work toward the solution of a specific class problem
   4. Development of leadership thru group work; a growth of group responsibility
   5. Individual reports tended to develop individual responsibility and initiative
   6. Individual reports gave training in the selection of interesting and worth-while facts, and skill in presenting the material to other members of the class. If the discussion of the reports is carefully guided, such training tends to develop a critical and scientific attitude of mind.

II. Attidudes of mind
   1. An appreciation of the problems of the immigrant and what America owes to him
   2. A desire to help maintain the unity of the United States by understanding and lending influence in the solution of the problems of immigration and Americanization
   3. A desire to read (and if possible to travel) further to learn of the most interesting places in Italy
   4. A sympathetic understanding of the Italian, so that the child no longer thinks of him as the "dago" on the street corner but an individual with certain hopes and ambitions

The project idea—purposeful activity—was dominant in this unit of work so far as practicable. Since the big inclusive project involved other minor projects, there was opportunity for class work, group investigation and individual work. The children set their own goals. They planned how to reach these goals; they executed their plans and then checked to see if they had achieved what they had hoped to do.

The entire study, including directed study periods and construction work required four weeks of four forty-minute periods per week.

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## BUILDING UP THE NEW ORGANIZATION

AMY E. WARE
State Normal School, Salem, Massachusetts

The proposed affiliation of the National Council of Geography Teachers with the National Council of Social Studies surely indicates that the proposed reorganization of the curricula of the grades into related units rather than isolated subjects is going to be an established fact. Up to the present the problem was one of correlation, now it is a problem of organization which means a radical departure from all previous schedules. Tho this new organization has to do mainly with the so-called social studies or sciences—history, civics, sociology, economics, and geography—it will probably be found to be more inclusive.

This centralizing of the elements of different branches into a single whole has been carried out, in a more limited field, in reference

to other groups of studies. General Science is the most conspicuous example. Except for a limited number of schools, only a year's work is concerned and the purpose is quite different.

The task of developing the social group of studies into a series of related units or into a single unit is a big one. It will be more successfully done if many contribute. One important step is an agreement upon the essential elements of each branch which it is most desirable to include in the new organization. In other words, what geographical principles and historical facts are most desirable in making a well rounded education, in laying the foundation for the succeeding years of learning thru study and experience, in turning out a capable, clear thinking citizen.

The final acceptance by a federation of the national councils of the branches involved of a definite list of desirable elements to be included in this organization of the social sciences will be a most important step forward.

Meanwhile and after, much light may be thrown upon the possibilities of this organization and definite forward steps be taken towards its accomplishment if the teachers who are working in this field will contribute details of what they have done.

A group of teachers at the Lincoln School, Teachers' College have made such a contribution in a series of pamphlets which many teachers will find most helpful in working out their own problems.

Lack of textbooks makes every radical departure from our old organization a relatively slow process. The publication of a set of pamphlets by the Lincoln School group of social science teachers is an effort to supply this need in so far as this particular departure is concerned.

There is considerable doubt in the mind of the writer of this article of the necessity or even desirability of founding this new course in social studies on textbooks. By far the best work is done by teachers who know how to use reference material of all kinds and no course has ever had in it the possibilities for the use of reference material that this course will have. The extent of the field to be included, the ease with which projects may be developed, the importance of stressing life relations of the present day are examples of the many factors making for extensive use of reference material. Textbooks are too often used as crutches by teachers quite capable of walking without such aids.

Teachers interested in gradually working into this new curricular organization will find many interesting problems to aid them. These

problems will be all the more interesting and educationally valuable as they are the result of research based on history, geography, civics, reference books and current publications as newspapers and magazines.

The following project, recently developed, is an illustration of this. The project was first worked out in a normal school class and then tried out with the eighth grade group of the training school. Tho taught in the training school under the most trying circumstances; a different teacher for each lesson, several of the teachers unacquainted with the groups taught, which numbered fifty-two boys and girls, the presence of fifteen or more observers; the project was a complete success.

### PROJECT

The aims to be accomplished were:—(1) To lead the group to realize the world as a unit; (2) To train the group to do independent research in reference books, newspapers and magazines; (3) To extend the horizon of each child so that each would have a broader range of interests.

The project was introduced by means of newspaper scare heads, news articles and a discussion of the places in the world where there seemed to be war or threats of war. The January 1923 number of *Our World* was used to show that all was not black, for this is the "Good Will at Work" number. The discussion became one concerning the factors which make for good will and harmony.

The normal school class called these factors "bonds which unit the world" but the eighth grade called them "friendly relations between countries."

### Development

The factors making for friendly relations between countries were listed on the blackboard. A study of the list showed that many separate items could be grouped under a single heading. The following headings were determined upon as the bonds or friendly relations to be studied.

1. Commerce
2. Communication
3. Transportation
4. Governmental relations
5. Education
6. Recreation
7. Welfare organizations
8. International organizations other than welfare
9. Immigration
10. Science and inventions
11. Finance[1]

It was next developed that there were many sources where information could be obtained to show the importance of these

[1] The last two were not developed by the eighth grade.

friendly relations in making the world united. The eighth grade produced the following list—

| | | |
|---|---|---|
| books | papers | magazines |
| letters | pictures | moving pictures |
| lectures | radio | people |
| maps | | |

It was agreed that books, papers and magazines would furnish the most material and that each one should begin that day to gather as much information as possible about all of the groups of relations to be studied.

The different elements making for more friendly relations between countries were taken up separately in successive lessons and studied in as much detail as the time at the disposal of the class would warrant.

## METHODS OF DEVELOPMENT

Some of the methods of lesson development were as follows:

### Commerce

1. Discussion of commerce as an aid to more friendly relations
2. Listing of products entering into world trade
3. Assigning of a product to a small group for special study as to producing area, consuming area, trade routes
4. Showing result of special study on a small map of the world
5. Making of a large map showing commercial interdependence of the world.[2]

### Transportation

**Problem.** How has transportation made the world smaller?

1. Discussion of the different methods of transportation.
2. Famous journeys studied for time factor as Columbus's, Magellan's, first transatlantic steamboat trip. These were compared with the time made by modern steamers.
3. Problem was illustrated by drawing circles to represent the earth, the diameter being determined by the number of days each journey took.

The normal school class further illustrated the problem with maps of the known world for the following dates: 600–500 B.C., 100–200 A.D., 1492–1519, 1840, 1923, size being determined by the time factor.

[2] The normal school class further illustrated the importance of each product by means of pictorial grafs. The eighth grade did not have time for this.

4. Development of land facilities for transportation were discussed in detail.

5. In the discussion of both commerce and transportation all reference material brought in by the class was used and this became an important part of each day's work.[3]

### Immigration

The following program was developed to emphasize this friendly relation:

ROLL CALL

Each child responded giving name of lands from which their father's and mother's families originally came and, so far as possible, why they came to America.

RACE MIGRATION

This was an explanation of a world map showing migration of races from the heartland of Asia.

STORY OF THE COMING OF THE PILGRIMS

THE LANDING OF THE PILGRIMS
(A reading)

OUR IMMIGRATION PROBLEM

THE RETURN OF THE IMMIGRANT[4]

WORLD IMMIGRATION

Facts were taken from the geography text about the settlement of other areas than the United States in the new world.

This program was concluded by a discussion of the part immigration ought to play in making for more friendly relations.

### CONCLUSION

The eighth grade completed the project in the following manner. Teams were organized to discuss the importance of each of the factors making for friendly relations. The captain of the team read a theme which introduced the subject his team was to discuss. Then he called upon the members of the team to tell about the different ways friendly relations were brought about.

Two of the papers are included here.

Communication is one of the great factors which helps to hold the world together. It also makes and keeps friendly relations between countries.

There are a number of different ways of communicating. The telephone is one. This is not in use between Europe and United States but is soon to be.

[3] A spirit of friendly rivalry gradually developed as to who should have the largest number of clippings.

[4] This was taken from Steiner's "Ebb and Flow of the Immigrant Tide."

The radio is a new invention which is very popular. It keeps business men informed on the trade and stock notes.

Mail is one of the oldest ways of communicating. Business letters and personal are carried between parts of the world.

Cable is still another way of communicating.

Perhaps the newspaper is the most common of all but I know it is the cheapest.

RUTH GILMORE, *Captain*

Newspapers help to make the countries friendly with each other because reporters are sent from one country to another to get news, so that other countries may know what they are doing. When the men bring the news it is printed on paper. Then it is sold in different places by men and boys. Papers are so cheap that almost everybody can afford to buy them, and at the same time they get news from other countries.

NELIDA TESSIER

It is evident that these papers were entirely the work of the children.

The normal school students, who were observing, acted as judges and awarded first, second, and third places. All the papers were pasted in a book made for the purpose and entitled "Friendly Relations." Honor papers were placed first.

The normal school group rounded out the project by holding a conference at which each member discussed one of the bonds from the standpoint of the necessity of recognizing the part this bond played in uniting the world. The conference adopted the following resolution:

WHEREAS, The bonds—communication, transportation, international governmental relations, recreation, immigration, science and inventions, finance, arts, commerce, welfare organizations, social organizations and education—are the strongest bonds that unite our world, be it

*Resolved*, That a report of this conference shall be presented to the public thru the press, so that all may work for the common good by preserving and strengthening these bonds so that we may truly say "In Unity there is strength, so let us have a more united world."

## HANDWORK

As indicated on a previous page, maps, posters and grafs were made to illustrate different topics included in the discussions. The eighth grade made a folio called "World News," and filed their clippings in envelopes mounted on the pages of the folio.

The normal school class made a magazine with their clippings and pictures. Each bond was represented by a special department with appropriate headings.

## SCOPE OF THE PROJECT

Tho this project was worked out in the geography department it was not essentially a geographical project. The following list, tho

incomplete, shows what a variety of subjects played an important part in the work.

**Geographic Factors.** (1) Products that are important in world trade including study of producing and consuming areas, and trade routes; (2) Means of transportation; (3) Flying machine routes; (4) United States Radio Stations; (5) Facts about the people of many areas.

**Historic Factors.** (1) Development of transportation; (2) Stories of famous journeys; (3) Development of commerce; (4) Settling of the New World; (5) Founding of the Red Cross.

**Sociology.** (1) Welfare organizations; (2) Immigration problems; (3) Social organizations.

**Civics.** (1) Immigration; (2) Recreation; (3) Governmental relations; (4) Education.

**Arts.** Music, drama, paintings, architecture.

**English.** (1) Writing of compositions; (2) Reading or telling contents of clippings.

None of the above groups are complete. The purpose is merely to show the variety of factors included.

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## THE JAPANESE EMPIRE

MARGARET M. WHALEN

Prescott School, Charlestown, Massachusetts

It was an indifferent, irresponsible group of eighth grade pupils who took their places in the writer's room, day after day, during the month of September. What to do to arouse an interest in the work was the problem. The correct solution finally came with a suggestion from one of the boys that "we form a club to discuss the important events of the day."

### FORMING A CURRENT EVENTS CLUB

In due time the club was organized; officers were elected; and by special vote teacher was made a "regular" member. One half hour a week was given over to the meetings. Subjects for discussion were chosen by the pupils themselves. The desire to question and to do soon made itself felt. Interest was awakened.

When the Disarmament Conference opened at Washington, a motion for a debate on that question was carried. Four pupils were chosen to talk on the affirmative side and four on the negative side.

A week was spent in preparation and here was shown the interest and cooperation of the parents. No greater authority was ever given when a point was disputed than, "My father said so," or, "My father read it in such a paper." The half-hour period soon proved too short a time, and extra time was allotted as a reward for exceptionally good work or conduct.

Naturally much attention was given to the attitude of the Japanese in the Conference. The desire to know more about Japan and its people resulted in a motion that "each pupil bring in something about Japan." The very next day, both my time and my energy were taxed to the utmost, for as each child entered, with a smiling face he placed upon my desk his "something" about Japan. Our public library had certainly given of its stores, for I found books on Japanese people, games, art, industries, and history in the collection. Pictures of the homes of the people and the industries were also loaned by the library. I found clippings from newspapers and magazines. Each pupil had something. My personal collection of colored prints, fans, cloisonne napkin ring, and Satsuma buttons from Osaka, were presented, as a member of the club.

With such an abundance of material at hand, and with every pupil aroused to the point of wanting to do something, it needed only a little guiding to get at the worth-while things.

### GEOGRAPHY LESSONS BECAME CLUB MEETINGS

It was suggested that each pupil make up a book of "Facts About Japan." These books contained stories of the Japanese people, their dress, food, games, means of travel, manners and customs; the products of Japan, tea, silk, rice, coffee, peanuts, bamboo, camphor and lacquer; and the industries of the people. Place geography was also included. Many of the books were well illustrated with sketches and with pictures from magazines and papers.

In connection with the writing on the above subjects, many of the pupils were interested in getting together an exhibit of things Japanese. A boy made a model of a jinrikisha and also a palanquin. Another asked the manual training teacher for permission to make a small jinrikisha during the Friday afternoon lesson. The family china closets were stripped of their Japanese ware. Examination of each article was made for the Japanese characters, as "Made in Japan" was not always satisfactory to the pupils.

Japanese tea was added to our exhibit. Samples of rice in its rough or "paddy" form were secured. We have two splendid exhibits

of silk in its stages from the worm to the finished product, included in which is the Japanese raw silk.

Product maps have been made, as also showing trade routes. Comparison of Japan with other countries with regard to special products and commerce was shown by grafs made and brought in by several pupils.

The attention of the pupils was called one day, by one of their number, to the position of Japan in relation to the mainland of Asia and that of the British Isles in relation to the mainland of Europe. This led to the comparison of the two countries, (the British Isles had been previously studied) in the following manner.

I. Similarities of positions
II. Similarities of climate
III. Size compared
    More people in Japan than in British Isles
IV. Industries
    1. Manufacturing
        Coal and iron supply
        Rivers for water power
        Skillful workers
    2. Commerce
    3. Fishing
    4. Agriculture
V. People
    1. Contrast in races
    2. Intelligent, industrious and progressive
    3. Number in Japan vs. British Isles

It was most interesting to watch the development of the "Why" by some of those who had been the most indifferent pupils. They were not satisfied to accept a statement. They must know "why" it was so.

Many thought-provoking questions were presented by the pupils. If these could not be answered in a satisfactory way at the time they were assigned to special pupils for home work. Some of these questions thus assigned were:

Why are we interested in Japan?
What effect has American influence had upon Japan?
What effect has Japanese influence had upon the western part of our country?
What products made in the United States are in the greatest demand in Japan?
What products made in Japan are in the greatest demand in the United States?
Why has Japan made more progress than China?
In what ways does Japan differ from China?
Does Japan want to control China? Why?
Why is Japan the only country in Asia that is considered a world power?

## CORRELATION WITH OTHER SUBJECTS

The Japanese question was not confined to geography alone. The "California Land Laws" and Commodore Perry's work were subjects

of discussion during the history period. For written English we had such subjects as:

The Most Interesting Thing About the Japanese
The Most Important Japanese Industries
What the Japanese Make From Bamboo
An Imaginary Visit to Japan

Japanese prints, for use in the drawing class, took on a new interest. Previous to this time it was work to reproduce one of them in a lesson. Now requests for the privilege of taking one or more home, came daily. To be permitted to use a set of Japanese brushes, which had been kept for special work, was the reward for exceptionally good work in drawing.

### VALUES CARRIED OVER

And so thru themselves have the boys and girls been aroused. Only today, one of my boys said, "May we take up the other countries the way we did Japan? It didn't seem as if we were studying when we did it all at our club meetings."

A most important trait in pupils has been developed with the arousing of interest—the spirit of generosity. It has been pleasing to note the willingness with which the children shared their pictures and materials with one another. The best pictures have always been offered to teacher to "use next year." A scrap book of "Japan's Seventy Dazzling Years," material for which was obtained from the *Literary Digest*, has been arranged by two boys and presented to me.

Altogether the work has been worth while. From the careless, indifferent, irresponsible class there has arisen a class of boys and girls willing to seek, and eager to do.

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## THEY ENTERED UNPREPARED. WHAT CAN BE DONE?*

**ZOE A. THRALLS**
State Normal School, Indiana, Penn.

### THE LACK OF PREPARATION—REASONS

In all teacher-training institutions every department complains of the lack of preparation of the entering student. No department, however, faces this difficulty so squarely as the geography department. The average student has had from one to three years high school work in practically every other branch excepting this one. Ninety-eight per cent of the students have had no work in geography since the eighth

* Presented at the Cincinnati meeting of the National Council of Geography Teachers, December 27, 1923.

grade. An astonishing number will be found who have had no geography since the sixth grade. The two per cent who may have had geography in the high school will have had a course in commercial or economic geography that was taught indifferently by whatever high school teacher happened to have a vacant period.

As a result of these conditions the students not only lack knowledge of geographical facts and principles but have no conception of what geography really is. The fact seems ridiculous but is unfortunately true that many still think of geography merely as locational geography plus a brief and very general description of the earth's surface. After reading the Twenty-second Yearbook of the National Society for the Study of Education one is forced to come to the conclusion that many of the men and women who prepared that report had just such a conception of geography. If people of their standing do not as yet have the proper conception of geography what can be expected of the immature student entering the normal school. Is it any wonder they have no conception of geography as a study of the influence of the physical environment upon life and of man's reaction to his environment?

Another factor complicates the situation. Nine out of ten students who come into the normal school are either indifferent to the subject or actively dislike it. When you go into the average school room and listen to a geography lesson you quickly see the reason for this attitude of mind. "As is the teacher so is the school." When the teacher does not know the subject and is either uninterested or dislikes the subject the children will reflect her attitude. If the student is to learn to enjoy and like geography, the teacher must be prepared.

## The Normal School Situation

To add to the problem is the fact that in the majority of normal schools only one course in geography is offered. The normal school is not wholly to blame for this fact. The situation is the result of the present crowded curriculum. Our normal schools are suffering from an overcrowded and poorly organized curriculum as much as our elementary and high schools. The result is that the majority of normal schools offer one course of eighteen weeks—fifty four lessons—in geography. This course in most instances is supposed to be a combination of method and subject-matter. With such a course and in so brief a time the normal school instructor is expected to prepare the student to teach geography in the elementary school. He is expected to prepare the student who when asked to trace the course of the

St. Lawrence river may start at Hudson Bay, carefully trace around the coast of Labrador, up the St. Lawrence and calmly inform the class the St. Lawrence empties into Lake Ontario; who perhaps will positively locate New York on the coast of Novia Scotia; whose ideas of climate may be embodied in the words hot and cold; to whom Africa may still be the Africa of Stanley and Livingston. When seemingly the depths of despair have been reached especially at the beginning of a term, the instructors only encouragement is the remembrance of the words of advice expressed by a director of a training school to a discouraged young critic, "My child, if your students knew all about the subject and how to teach it, you would be out of a job."

### WHAT THE NORMAL SCHOOL INSTRUCTOR IS ATTEMPTING

With the situation before us the question arises, what can be done? What shall the normal school instructor attempt in the eighteen weeks? First the instructor must survey his field and decide what he wishes to accomplish in such a course. After formulating his aims he must keep these aims definitely and continually in mind or he will be lost forever and so will his pupils. The instructor has the following aims in view.

1. To give the students a good working definition of geography.
2. To emphasize the value of geography in the immediate problems of life from the practical, civic, and cultural viewpoints.
3. To develop modern methods of teaching geography to children with the students and train them in this application.
4. To assist his students in acquiring right habits of studying and of organizing geographic materials; thus training them in the habit of seeing relationships, of tracing causes and consequences.
5. To train them in the use of maps, reference books, grafs, illustrative material of all kinds.
6. To train his students to see and apply geographic facts and principles in the interpretation of current events and conditions in all parts of the world.
7. Last, but not least, to give the student ideals of a high standard of scholarship within the geographic field, of the possibilities of growth involved in the study of geography, and of careful and exact thinking.

How can the normal school instructor accomplish so many and such diversified aims in fifty-four lessons? First of all, the pupils must be led to see what is meant by geography today. The instructor must develop with his students the idea that geography is a study of the influence of the physical environment upon life, and man's reaction to his physical environment. The pupils must understand what factors make up the physical environment, and trace the reactions which grow out of the environment. They must make this definition a part of themselves, be able to see its application all around them.

They must be able to use it as a measuring stick in evaluating materials from the viewpoints both of students and teachers. This may sound easy but it is not. The instructor is facing facts and prejudices which have been implanted in his students' minds at the most impressionable period. If the instructor accomplishes nothing else but the "putting over" of an understanding of what the real meaning and content of geography today is, he will have accomplished much for the average student.

His chief hope in accomplishing his other aims seems to lie in developing with his class one or more units of subject matter intensively and with the above goals always in mind. The units of subject matter developed are his tools to accomplish his purposes. Because he has so much at stake the instructor must select his units of subject matter carefully. He should select a unit which will require the development of many important geographic principles, which will illustrate these principles concretely, and which will reveal to the student the value of geography.

The instructor should then teach this unit so intensively, so thoroly, with such care as to scientific accuracy and expression that no college or university can take exception to his work. Thru the intensive study of this unit he may illustrate and develop geographic principles. He may train his students in geographic interpretation. Thru the methods of attacking, analyzing and organizing materials which he uses and which he compels them to use by the problems which he sets up, he can train them in a variety of methods of attack and of organization. He must use maps, pictures, textbooks, reference books, atlases, current papers and magazines. His students must use them. Thru their use of such materials and thru seeing the instructor use them the students learn the necessity, the value of such materials for vital teaching. They also learn how to collect and how to prepare such material effectively.

Thru such intensive development of a unit the student will come to realize the breadth and depth of geography and will secure a vision of what geography is and what the teaching of geography can be. He will never be satisfied to teach merely locational and descriptive geography.

### WHAT SHOULD BE DONE TO IMPROVE CONDITIONS

The above is what the normal school instructor is endeavoring to do today. He is not satisfied and should not be satisfied. He is making the most of circumstances. What should be done to improve conditions? In the first place the geography course should be two semesters,

or for a year. In the second place opportunity should be given for at least one elective in geography. Normal school principals and presidents insist that these two things are impossible unless the course is lengthened from two years to three or four. In many schools the course has been lengthened but even then the average elementary school teacher is not reached. Why? Because the moment a teacher goes on to a three or four years course and possibly takes her degree, nine times out of ten she leaves the grades. This is unfortunate but true. The mass of our grade teachers all over the United States is recruited each year from the high school graduates with a summer term at normal school, possibly a year, and in some cases two years work. Thus the situation remains unchanged. Something else must be done.

The National Council of Geography Teachers, the Association of American Geographers and every other organization interested in geography and interested in the education of American youth should take a hand in solving the problem, which means helping the average school room teacher. All groups connected with geography in the past have been too much interested in the scientific side of the subject and in the collection and organization of material. The result is that geography has been crowded out of the high school where it is needed so badly; in many sections it has been limited in the elementary school to the fourth, fifth, and sixth grades. While thus losing ground in the elementary and high school, geography has grown tremendously in the university. This is well but for the sake of the mass of our people who never reach the university geography must regain its proper place in the elementary and high schools. This cannot be made too emphatic.

## THE SOCIAL SCIENCE PROBLEM

General science has come into the field and forced geography out of the high school. General science and new courses in history and civics are now endeavoring to force geography out of the junior high school. The social science advocates have come forward and claim that geography belongs in the social science group of studies. Perhaps it does, but so far the result has been to claim it in name only, all of the subject matter is taken from history and civics with a smattering of economics. The report of the National Society for the Study of Education last year at Cleveland was on the "Social Studies in the Elementary and Secondary School." Those interested in geography who heard that discussion, or who afterward read it in the Twenty-second Yearbook echoed most heartily Dr. McMurry's remarks concerning the geography side of the report. His final summary is as

follows: Take for example, the pamphlet on "Immigration" proposed by Mr. Rugg and Miss Schweppe. This pamphlet, entirely ignoring the past, proposes a few weeks course in which civics, geography and to some extent history, are typically merged. What kind of geography is it? Aside from brief references here and there to geography, there are eight pages devoted rather exclusively to the subject. Pages thirty-five and thirty-six are two of these, under the heading: "Some Facts about Italy and Immigration." The treatment is as encyclopedic as the heading would suggest, and is on about the same plane as the average texts that are so strongly condemned in Chapter I. Page fifty begins with the heading: "Geography we should know about the countries from which our immigrants come," and then follows two pages given to location. The teacher is directed as follows: "Give a test on European place geography at this point. Pass out blank mimeograph maps of Europe and have the pupils do the following exercise. It is important that the pupils have a clear idea of a few basic place-geography facts." A list of twenty countries of Europe is then given to bound and drill upon. This is as utterly barren subject matter as can be found anywhere. No modern teacher of geography would stand for such instruction. Similar, but, if possible, worse subject matter is found under the caption, "Ports of Europe from which Immigrants Sail to America." Many of the questions there I cannot answer myself, nor do I see any reason for wanting to answer them. If these eight pages are a fair sample of the geography to be gotten by merging the social sciences, then deliver us from such merging. If the authors of this pamphlet had been acquainted with modern geography teaching, they could hardly have proposed such subject matter as this or such method of procedure."

## WHAT THE COUNCIL SHOULD DO

What have these last remarks to do with unprepared students in the normal school? Until the teacher in the field, the supervisor, the principal and the superintendent have some definite suggestions embodied in reports made by a body of competent geographers and educators to turn to for assistance in making curricula, and to quote for the purpose of persuasion, geography will continue to lose ground. The problem of preparing teachers will continue to be difficult or solve itself by the process of elimination. As one prominent eastern normal school principal said recently, "The history and civics people have it all over you geography people. Why do not your associations give us something upon which to base an argument for more time in the course?"